From the founding of the “first American” city of Jamestown to the 1970s mass-suicide of the People’s Temple in Jonestown, this course will provide a thematic and chronological framework for understanding American religious history. During the course, we will investigate the powerful social, cultural, political, and intellectual role religion has played throughout our nation’s past. You also will learn how to “hear” and understand the voices of people from the past embedded in historical artifacts.

In American history, religion is often a major player and motivator. Neither American history, nor American religion(s) are static. This course will equip students with information to analyze arguments about religion in America’s past, present, and future.

How this Helps you Graduate

This course is a 200 level Religious Studies course and fulfills one of your graduation requirements. In combination with your other humanities courses, this class provides an important foundation for your lifelong quest for knowledge. As such, this course will help you further develop your reading and writing skills and your critical thinking skills.
**Course Goals**

1. For students to learn about the major religious events, movements, themes, and people in United States history from the colonial era to the present. Furthermore, for students to recognize the role religion has played in major events in American history, in terms of both cause and effect.

2. For students to be able to recognize the presence and pervasiveness of religion in places other than traditional religious buildings and in beliefs other than traditional doctrine.

3. For students to learn to critical analyze the role of religion in American history and culture. This means to see how religion has been an inspiration for “good” and for “bad.”

4. For students to be able to critically read, historically contextualize, and interpret arguments about America’s religious history.

5. With a collection of primary sources as a main text, students will “hear” voices from the past and learn how to situate primary sources in various times and places. Thus, students will identify how a particular person’s context shapes their perspective on religion and vice-versa.

6. For students to develop their writing skills by constructing persuasive arguments.

"Much of American history is the story of how tensions that originated in religious conflict – between spontaneity and authority, release and control – were translated at various times into secular, public terms.” – historian Jackson Lears

**Course Texts**


Additional readings will be posted on Blackboard.

**Important Notes:**

- I do not tolerate plagiarism or cheating. We are an intellectual and academic community, and all of us are responsible to act with integrity. All violations of the Gonzaga Academic Honesty Policy will be reported to your advisor.

- Plagiarism is the act of passing another’s work off as your own. For more see here: [http://www.plagiarism.org/](http://www.plagiarism.org/) or ask me.

- According to GU's absence policy, if you miss 6 or more classes, you will automatically fail this course.

- Letter grades will be determined as follows: A: 93-100; A-: 90-92; B+: 86-89; B: 83-85; B-: 80-82; C+: 76-79; C: 73-75; C-: 70-72; D+: 66-69; D: 63-65; D-: 50-62; F: below 50
Course Requirements and Grading

1) **Reading Reflection Paper**: Over the semester, you will write six one page (double-spaced) reflection and bring it to class. These reflection papers should be your thoughts about and reactions to your reading. The short paper can be engage one or more of the readings for that week. These will each be worth 50 points, and you will write 6 reflection papers in all. There are 8 due dates for reflection papers listed on the syllabus; you get to skip 2 of those.

2) **Two Exams**: There will be both a midterm and a final exam for this class. The exams will consist of two parts: an in-class and a take-home. You will receive a study guide 3 class periods before the exam (roughly a week and a half), that (in addition to being a study guide) will have an essay prompt. On the day of the exam, you will bring to class a hard copy of your 750 word essay responding to the prompt and turn in an e-copy on blackboard to Turnitin. The in-class portion will be identification and short answer. Each exam is worth 200 points apiece (100 for the in-class portion and 100 for the take-home).

3) **Primary Source Worksheets**: Over the course of the semester, you will be required to fill out 6 primary source worksheets. The worksheet is due the class period the reading was assigned. Each worksheet will be worth 50 points.

4) **Press Release Statements**: You will need to write two 250 word press release statements about any 2 events of your choosing from the semester’s material. Create a fictitious historical/contemporary group for its author, or you may “channel” a historical group/person. Each is worth 75 points. Their due dates are on the schedule.

5) **Preparation**: Worth 250 points. The least boring and most effective way to learn is to participate fully in the process. You are expected to contribute to the success of this course by: Reading the assigned materials, attending every class, taking notes, listening respectfully, and contributing to class discussions.

Also included in your preparation grade will be 11 pop quizzes each worth 20 points. These quizzes will cover the day’s reading assignment. If you do not do the assigned reading these quizzes will be difficult if not impossible to answer. If you read, they should be fairly easy. At the end of the semester your lowest quiz grade will be dropped and your total quiz score determined from the remaining quizzes. Make up quizzes will only be offered for students with excused absences.

6) Reflection Papers: 300 points
5) Exams: 400 points
5) Worksheets: 300 points
5) Press Releases: 150 points
5) Preparation: 250 points

1400-1260 points: A range
1259-1120 points: B range
1119-980 points: C range
989-840 points: D range
699 and below: F
**Student Responsibilities**

As a student enrolled in this course, you agree to do the following:

1) **Come to class, arrive on time, and stay for the entire meeting.** Make-up accommodations will only be offered for documented University approved activities, extreme illness (i.e., not allergies or a cold), or family emergency.

2) **Complete assigned readings, in their entirety, on schedule.** You should complete assigned readings by the start of the class meeting.

3) **Contribute to class discussions.** You should come to class with questions and comments, prepared to participate in a lively discussion.

4) **Complete all assignments, in a timely manner.** I will allow extensions for in distressing cases of family emergencies and extreme illness. Otherwise late papers will be deducted a full letter grade for every day it is late, starting immediately after the deadline. In other words, if your paper is due at the beginning of class and you turn it in after class, you are already a day late. Mark deadlines and important dates in your calendar, iPhone, etc.

5) **Obey the University Academic Honesty Policy.** Plagiarism and cheating are serious academic violations. The Gonzaga University Academic Honesty Policy outlines the University’s expectations for the integrity of students’ academic work. Each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. More on the Academic Honesty Policy can be found here: [http://www.gonzaga.edu/campus+resources/Offices+and+Services+A-Z/Registrar/AcademicProgressPoliciesandProcedures.asp#AcademicHonesty](http://www.gonzaga.edu/campus+resources/Offices+and+Services+A-Z/Registrar/AcademicProgressPoliciesandProcedures.asp#AcademicHonesty)

6) **Ask for help when you need it.** I am happy to assist students in their attempts to master course materials and successfully complete course assignments. Come to my office hours and I am always available via email.

**Course Policies**

**Americans with Disabilities Act**

Students with disabilities who need academic accommodations should:


2. Bring a letter to me from DREAM indicating the need for accommodation and what type. This should be done within the first two weeks of class.

Course Policies
This is a course in religious studies and not confessional in nature; that is, we are not here to promote a particular religious viewpoint or to debate religious “truth.” Rather, we will be engaging religious materials as anthropologists, historians, and sociologists to understand their meanings for the people who have produced and used them. You may have your own religious commitment; if so, throughout this course you will likely encounter opinions and religious beliefs and activities with which you do not agree. I ask you to imagine yourself in the shoes of someone else whose practices and beliefs may differ from your own and yet carry immense meaning and value for that person. If your personal religious commitment is causing you to have difficulties doing this, please feel free to discuss it with me privately.

Furthermore, students will be expected to communicate in a civil manner at all times, both in and out of the classroom. This means that interactions are to be carried out in a polite, courteous, and dignified way. Treat your peers and the subject material with respect.

Important: You need to come to class having already read the assigned reading for that day; in other words, readings are due the date listed.

Week 1: Course Introduction

Tuesday, Sept 2: Syllabus; Class Expectations

Thursday, Sept 4: How do we study religion[s] in America?

Encounter and Exchange: Were these encounters and exchanges ever neutral? What role did religion play? What kind of foundation does this lay for our historical narrative?

Week 2: Native American and European Colonization

Tuesday, Sept 9: Native American Religions and New Spain
  Reading: Pgs 12-17 and 22-25 in HA; “Sublimis Deus” in AR; and “Facing East” and “El Requerimiento” on blackboard

Thursday, Sept 11: Exchanges in New France
  Reading: Pgs 26-27 in HA; “Prologue and Ch. 1-2 in BR; and Jesuit Relations” on blackboard

Reflection Paper Due

Week 3: Native American and European Colonization

Tuesday, Sept 16: Exchanges in New England
  Reading: Pgs 30-37 in HA; “A Narrative of Captivity and Restoration of Mrs. Mary Rowlandson” and David Brainerd Journal” in AR; and Ch. 3-4 in BR

Thursday, Sept 18: Puritans and Witches in New England
  Reading: “A Model of Christian Charity,” “The Examination of Mrs. Anne Hutchinson,” “Sleeping at Sermons is a Great and Dangerous Evil,” and “Wonders of the Invisible World” in AR

Reflection Paper Due

Week 4: Slavery and Slave Religion

Tuesday, Sept 23: The Atlantic Slave Trade and Christianity
  Reading: Phillis Wheatley’s poetry, “Essay on Slavery and Abolitionism,” and “The Christian Doctrine of Slavery” in AR; Ch. 5 in BR

Thursday, Sept 25: Slave Religion
  Reading: Pgs 84-87 in HA; “The Life and Religious Experience of Jarena Lee” in AR; Ch 6-8 in BR

Reflection Paper Due

Week 5: Black Robe, and Globalization

Tuesday, Sept 30: Black Robe, and The World’s Parliament of Religions
  Reading: finish BR; and “Hinduism as a Religion,” “Farewell” (Vivekananda), and “The Heathen Invasion of America” in AR

Thursday, Oct 2: Post-1965 Immigration
  Reading: Pgs 102-111 in HA; and “The Ten Religions and Christianity,” and “The Dharma Bums” in AR

Thursday, Oct 2: Being Religious Interreligiously Lecture, 7pm
  Lecture sponsored by the Department of Religious Studies.
  Extra credit opportunity with a 300 word reflection.
Course schedule

Revivalism, Utopianism, & Millennialism: What effect have revivals had on American history? How do we understand Americans desires to perfect society? How have people imagined the ideal America?

Week 6: Early Revivalism and The New Republic
Tuesday, Oct 7: Revivalism and Review
    Reading: Pgs 56-59 in HA; and “A Plain Account of Christian Perfection” in AR
Thursday, Oct 9: Revolution, Disestablishment, and Deism
    Reading: Pgs 42-45 and 60-61 in HA; and All of Section 10 in AR-
Press Release Due
Midterm Study Guide and Take-home Essay Distributed

Week 7: The Antebellum Spiritual Hothouse
Tuesday, Oct 14: Revivalism and the Antebellum Spiritual Hothouse
    Reading: Pgs 62-65 in HA; and All Section 6, “From Memoirs” in AR
Thursday, Oct 16: Shakers and The Oneida Community
    Reading: Pgs 40-41 and 78 in HA
Reflection Paper Due

Week 8: Restorationism and Midterm
Tuesday, Oct 21: The Church of Jesus Christ of Latter-day Saints
    Reading: Pgs 70-71 and 80-83 in HA; and “The Articles of Faith” and “Revelation” (Smith) in AR
Thursday, Oct 23: Midterm

Week 9: Urbanization and Utopia
Tuesday, Oct 28: Religion and Health
    Reading: Pgs 74-77 in HA; and “Harvard Divinity School Address” in AR
Thursday, Oct 30: Millennial Visions in the 20th Century
    Reading: Pgs 112-113 and 116-123 in HA

Week 10: 20th Century Utopias and Dystopias
Tuesday, Nov 4: The Social Gospel and the Catholic Worker Movement
    Reading: “A Theology for the Social Gospel” and “The Long Loneliness” (Day) in AR
Thursday, Nov 6: Jonestown
    Reading: “Salvation and Suicide” on blackboard
Reflection Paper Due

Identities in Conflict: How has religion influenced identity construction? What role does religion play in conflicts between groups? How do we understand religion as both a force for violence and resistance?

Week 11: Wars Within Borders
Tuesday, Nov 11: America’s Armageddon
    Reading: “Second Inaugural Address (Lincoln)” on blackboard

Department of Religious Studies

If anything in class sparks your interest, feel free to come talk to me during my office hours for further discussion and suggested readings. Also, check out the Department of Religious Studies’ homepage. There may be a class offered next semester that expands on your interest.

Also, consider a minor in Religious Studies. More information about the major or the minor can be found at http://www.gonzaga.edu/Academics/Colleges-and-Schools/College-of-Arts-and-Sciences/Majors-Programs/Religious-Studies/Undergraduate-Programs/default.asp.

Except for changes that affect implementation of evaluation and grading, this syllabus is a guide for the course and subject to change with advance notice.
Course schedule

Week 11: Wars Within Borders
Thursday, Nov 13: The Ghost Dance and Wounded Knee
   Reading: Pgs 20-21 in HA; “Black Elk Speaks” in AR; and
   “Ghost Dance Religion” on blackboard
Reflection Paper Due

Week 12: Immigration and Identity
Tuesday, Nov 18: Catholic and Jewish Immigration
   Reading: Pgs 52-55 and 94-97 in HA; and “The Petition of
   the Philadelphia Synagogue,” “Pittsburg Platform,” “God in
   Search of Man” in AR
Thursday, Nov 20: Anti-Catholicism and Ghettoized Catholicism
   Reading: Pgs 90-93 in HA; “Our Country” (Strong, first half
   on “Romanism”) and “Meeting with Archbishop John
   Ireland” in AR
Reflection Paper Due

Week 13: No Class.
Tuesday, Nov 25: No class. Dr. Clark will be away at a conference.
Press Release Due to Blackboard at 2:40 pm.
Thursday, Nov 27: No class, Thanksgiving.

Week 14: Civil Rights Crusades
Tuesday, Dec 2: The Nation of Islam and Malcolm X
   Reading: “Letters from Abroad” in AR; and “Ballot or the
   Bullet” on blackboard
Thursday, Dec 4: The Black Church
   Reading: W.E.B. DuBois writings and “Letter from
   Birmingham City Jail” in AR
Reflection Paper Due

Week 15: Conservatism and Liberalism
Tuesday, Dec 9: Christian Fundamentalism and Modernism
   Reading: Pgs 114-115 in HA; “Evolution,” “Shall the
   Fundamentalists Win?” and “The Irony of American History”
   in AR
Final Exam Study Guide and Take-home Essay Distributed
Thursday, Dec 11: The Rise of the Religious Right
   Reading: “Beyond God the Father,” and “Gay Friendship,”
   and “Religious Expression in Public Schools” in AR

Finals Exam: Friday, December 19, 3:30-5:30